



School of Arts & Science

Department of Speech Communication Studies

Graduate Program in Communication Sciences and Disorders

**GRADUATE STUDENT HANDBOOK:
SPEECH-LANGUAGE PATHOLOGY
2016-2017**

Table of Contents

	Page
WELCOME	4
PROGRAM ACCREDITATION	5
Complaint Procedure	
INTRODUCTION	6
THE MISSION STATEMENT	7
VALUES STATEMENT	
LEARNING GOALS	8
ADMISSIONS POLICIES AND PROCEDURES	9
Transfer Credit	
English Language Competency	10
CURRICULUM	11
Degree Completion	
Sample Typical Program	
Program Duration	12
Continuous Enrollment	13
Leaves of Absence, Withdrawals, & Readmission	13
Student Records	13
EVALUATION OF STUDENT PERFORMANCE	14
Knowledge and Skills Acquisition (KASA)	
KASA Competence	
KASA Remediation Plan	
Policy on Examinations	15
Policy on Written Assignments	
Grades	
Appeal of Grades	16
REMEDIATION OF STUDENT PERFORMANCE	17
Satisfactory Academic Progress Monitoring	
Student Remediation Plans	
CLINICAL PRACTICA	19
COMPREHENSIVE AND PRAXIS EXAMS	21
CSD Graduate Program Comprehensive Exam	
Procedure	
Pass/Fail	
Unsuccessful Performance on the Comprehensive Exam	
PRAXIS Exam	
STATE LICENSURE	23
PROGRAM EXPECTATIONS OF GRADUATE STUDENTS	24

Code of Ethics	
Academic Honesty	
Plagiarism	
Attendance	25
Course and Teacher Evaluation (CTE)	
Use of Personal Devices in the Classroom and Clinic	26
Use of a Written Project for More Than One Class	
Research Standards	
ESSENTIAL FUNCTIONS FOR STUDENTS IN THE M.A. PROGRAM IN SPEECH-LANGUAGE PATHOLOGY	27
Sensory/Observational Abilities	
Communication Abilities	28
Motor Abilities	
Intellectual/Cognitive Abilities	29
Behavioral and Social Abilities	
Professional Responsibilities	
FACULTY AND STAFF, DEPARTMENT OF SPEECH COMMUNICATION STUDIES	31
Full-time Tenure-Track Faculty	
Full-time Instructors	
Clinical Education Faculty	32
Adjunct Faculty	
Staff	33
Advisors	
ADDITIONAL COLLEGE POLICIES	34
Family Educational Rights and Privacy Act	
Nondiscrimination and Harassment Policy	
Appendices	
KASA Summary Form	36
TSSLD Information Sheet	48
Student Signature Page	51

WELCOME

The Communication Sciences and Disorders Program in the Department of Speech Communication Studies at Iona College warmly welcomes you to your study of speech-language pathology. Speech-language pathologists (SLPs) work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults. SLPs work with people who have difficulty producing speech sounds correctly cannot produce speech sounds or cannot produce them clearly; those with speech rhythm and fluency problems, such as stuttering; people with voice disorders, such as hoarseness or inappropriate pitch or loudness; those who have problems understanding or expressing language or the social rules of interaction, and those with cognitive communication impairments affecting attention, memory, or problem solving. SLPs also work with people who have feeding and swallowing difficulties. Providing the necessary help to individuals with communication disorders is a very rewarding experience. We appreciate that you will be joining us in our efforts to advance the practice of speech-language pathology. We thank you, and your future patients/clients and their families thank you.

The Department of Speech Communication Studies in the College of Arts and Sciences offers the Master of Arts Degree with a concentration in Speech-Language Pathology. The purpose of this Master of Arts degree program is to provide aspiring professionals with a firm understanding of the normal processes of speech, language, and hearing; the competence to diagnose and treat the full range of communicative disorders in all age groups; and the opportunity to practice in a wide variety of clinical settings, including schools, hospitals, clinics, special treatment centers, and private practice. The M.A. is a professional program that emphasizes the knowledge and skills requisite to practice speech-language pathology in an effective, ethical, and inclusive manner. Graduation thus depends on completion of all academic requirements and the demonstration of sound clinical expertise. We look forward to guiding you through your academic and clinical studies and eagerly anticipate being able to count you among our professional colleagues.

Visit our website at: <http://www.iona.edu/Academics/School-of-Arts-Science/Departments/Speech-Communication.aspx> for more information.

PROGRAM ACCREDITATION

American Speech-Language-Hearing Association



The American Speech-Language-Hearing Association (ASHA) is the professional, scientific, and credentialing association of more than 150,000 audiologists, speech-language pathologists, and speech, language, and hearing scientists. ASHA's mission is to ensure that all people with speech, language, and hearing disorders have access to quality services to help them communicate more effectively. For more information on ASHA, visit: <http://www.asha.org/>.

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)

The Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association is recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) as the only agency to accredit graduate education programs that provide entry-level professional preparation in speech-language pathology. In speech-language pathology, entry-level education must be achieved through a graduate program. In order for an individual to be eligible to apply for national certification with ASHA, a student must initiate and complete course work and clinical practicum at a CAA-accredited institution.

The MA program in speech-language pathology at Iona College is a Candidate for Accreditation by the **Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)** of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. Candidacy is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

Complaint Procedures

For information on filing a complaint about Iona's CSD graduate program to the CAA, please visit:

<http://www.asha.org/academic/accreditation/accredmanual/section8/#complaint2>

Council of the Academic Programs in Communication Sciences and Disorders

The Iona College Communication Sciences and Disorders program is also an active member of the Council of the Academic Programs in Communication Sciences and Disorders (CAPCSD). CAPCSD is an organization of more than 250 member programs that offer undergraduate and/or graduate degrees in Communication Sciences and Disorders. The mission of CAPCSD is to promote quality, accessibility and innovation in Communication Sciences and Disorders in higher education. For more information about CAPCSD, visit:

<http://www.capcsd.org/>

INTRODUCTION

The graduate program in Communication Sciences and Disorders is part of the Department of Speech Communication Studies, and is housed in the School of Arts and Sciences of Iona College. The Graduate CSD Handbook is designed to assist students with their course of study while at Iona College. The handbook is intended to assist in the design of the student's academic plan of study and to clearly delineate the program's requirements.

The Graduate CSD Handbook is not intended to replace the Graduate Catalog, but to supplement the general guidelines with information relative to this specific department. The Graduate Catalog details the official requirements for completion of the Master's Degree. The Graduate Catalog is available online at:

<http://www.iona.edu/admin/sfs/register/catalogs/>

In addition, the Graduate CSD Handbook is not intended to replace the Clinical Practicum Handbook. The Clinical Practicum handbook, detailing clinical policies and procedures, is required for students' use throughout his/her clinical practicum course work and is available at:

http://www.iona.edu/iona/media/Documents/Academics/SAS/Departments/SCS_ClinicHandbook.pdf

Every student is expected to be acquainted fully with the CSD Graduate Handbook (signature required), Clinical Practicum Handbook (signature required), and the Iona College Graduate Catalog.

We have attempted to cover departmental policies and procedures as completely as possible; however, the Graduate CSD Handbook is a living document and may be modified, with notice, at the discretion of the faculty. Additionally, the application of policies to particular cases may vary with the special circumstances related to individual students. As you progress through your program, you may experience additional questions and concerns that are not addressed formally in Departmental or College publications. In these cases, we encourage you to seek information from your academic or faculty advisors, the Graduate Program Director, or the Department Chairperson. Other academic and clinical faculty members are also available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures.

THE MISSION STATEMENT

The mission of the CSD Program at Iona College is to graduate entry-level clinicians who will adhere to the highest personal, professional, and ethical standards, employ best evidence practices, critical thinking, and self-analysis, demonstrate empathy, altruism, and accountability in their clinical practice, appreciate the value of continuing education, and aspire to provide outstanding clinical services for a diversity of individuals of all ages with communication and swallowing problems. The Program is dedicated to promoting the field of communication sciences and disorders and serving the greater community. In striving to fulfill this mission, the Program seeks to contribute substantially to the success of Iona College.

VALUES STATEMENT

The CSD Program embraces the values of a student-centered institution rooted in the tradition of the Christian Brothers. The following are key values:

- A graduate education rich in didactics and clinical experience that enables our graduates to prepare for excellence in the field of speech-language pathology
- Devotion to integrity, diversity, and freedom of inquiry
- Individualized attention to each student
- Faculty and student collaboration in teaching, learning, and research that enhances the department's intellectual life and that meets society's needs in the widely diverse areas of communication disorders
- Commitment to compassion and innovation
- Dedication to the full integration of academic and clinical experiences
- A culture of participatory and transparent decision making within the Department of Speech Communication Studies
- Partnerships across College departments and within the greater community for the benefit of all.

LEARNING GOALS

Graduate students enrolled in the CSD Program, upon completion, will:

- Engage in advanced academic coursework developing research-based and theoretical understanding of the field in order to become competent researchers and/or clinicians through thoughtful discussion and scientific investigation.
- Gain the knowledge and skills to be competent and compassionate speech language pathologists who effectively assess, diagnose, and treat persons with communicative disorders.
- Demonstrate maturity, responsibility, empathy, professionalism, and effective communication skills as guided by the American Speech-Language Hearing Association's (ASHA) Code of Ethics

ADMISSIONS POLICIES AND PROCEDURES

The CSD Graduate Program requirements for admission are as follows:

- a. Iona College Graduate Admission Application
- b. CSD Supplemental Application
- c. Three letters of Reference
- d. Graduate Record Exam (GRE) Scores
- e. Resume

All application materials (including transcripts and GRE scores) are due no later than March 1st.

The most successful candidates will have completed all pre-requisite coursework requirements, written a well-organized and unique personal statement, obtained three strong letters of reference, scored between a 140-160 on each section of the GRE, earned a minimum 3.5 grade point average, and documented a myriad of work and extracurricular experiences on their resume.

The application process will begin when the college has received all of the above material through the Communication Sciences and Disorders Computer Application System (CSDCAS). Completed applications will be reviewed by a Graduate Admissions Counselor and Iona College faculty members. Faculty members will independently evaluate each application and assign a rating based on a judgment of the applicant's overall potential for successful graduate study based on the documents submitted with the student's application. Students will receive information about their admissions' status within the spring semester of their application.

Transfer Credit

A student wishing to apply credit earned at another institution of higher education to a master's degree at Iona College must obtain a School of Arts and Sciences Graduate Programs Transfer Credit Authorization form from the Admissions office. This form requires the signature of the Department Chairperson or Graduate Program Director and a representative from the Dean's office. The student must also have an official transcript from the other institution sent to the Admissions office. It is strongly recommended that students have transfer credit approved prior to enrolling. Coursework must have been completed within the past five years with a minimum grade of B, and may not have been used for any other degree program at any other college. Course work must be clearly delineated at the graduate level and directly relate to the concentration of Speech-Language Pathology. A maximum of six (6) credits from other institutions may be transferred for credit towards the graduate degree with a concentration in in Speech-Language Pathology.

English Language Competency

The Iona College CSD Graduate Program will follow the Iona College Graduate Admissions English Language Policy, which is stated on Iona's website:

<http://www.iona.edu/Admissions/International-Students/International-Application-Process/Graduate-Arts-Science.aspx>

The English Language Policy is as follow:

- IBT TOEFL: 80 or better, OR
- IELTS: 6.5 or better

Iona offers English as a Second Language (ESL) services. Information about this program can be found at:

<http://www.iona.edu/Student-Life/Student-Experience-Activities/International-Student-Services.aspx>

CURRICULUM

Degree Completion

The Master of Arts degree program in Speech-Language Pathology is a competency-based program. Therefore, students are expected to achieve a minimum competency level of B in required didactic courses and clinical education practicum.

The minimum graduate requirements for the Master of Arts degree program in Speech-Language Pathology are:

- 58 semester hours of course work, consisting of, at a minimum
 - 39 required semester hours (13 courses) in the Speech-Language Pathology curriculum, and
 - 13 required semester hours in clinical practicum (5 practicum courses)
 - 6 semester hours (2 courses) of elective coursework
- an overall graduate grade point average of at least 3.00 (A=4.00) with a minimum competency level of B in all courses and clinical practicum;
- successful completion of a professional portfolio that serves as a formative and summative assessment;
- 400 clock hours of clinical observation and practicum with individual clients. Clock hours must be distributed as follows:
 - Clinical Observation (25 clock hours minimum) prior to beginning initial clinical practicum
 - Clinical Practicum consisting of direct client/patient contact (375 clock hours minimum), at least 325 clock hours at the graduate level.

Sample Typical Program

Fall Semester 1

CSD 515 Language Disorders in Children
CSD 501 Voice Disorders
CSD 505 Neuroanatomy and Physiology
CSD 610 Practicum 1

Spring Semester 1

CSD 500 Language Disorders in Adults
CSD 615 Evaluation Procedures for Diagnostic Purposes in Speech-Language Pathology
CSD 603 Advanced Phonological Development & Disorders
CSD 611 Practicum 2

Summer

CSD 519 Language Development and Disorders in School-Age Children
CSD 612 Practicum 3
CSD 524 Dysphagia in Adults and Children
CSD 580 Clinical Communication

Fall Semester 2

CSD 570 Current Issues in Audiology
CSD 517 Research Methods in Speech and Hearing
CSD Elective
CSD 613 Practicum 4

Spring Semester 2

CSD 575 Fluency Disorders
CSD 521 Augmentative and Alternative Communication
CSD Elective
CSD 614 Practicum 5

Electives

CSD 522 Cranial Facial Anomalies
CSD 523 Childhood Motor Speech Disorders
CSD 525 Special Topics in Speech Language Pathology and Audiology
CSD 526 Cognitive Communication Disorders
CSD 581 Communication and Aging
CSD 583 Multiculturalism and Communication
CSD 585 Nonverbal Communication and Listening in the Clinical Setting
CSD 587 Communicating with Families in the Clinical Setting
CSD 588 Case Studies in Communication
CSD 589 Healthcare Interviewing
CSD 599 Special Topics in Clinical Communication

Program Duration

Students are required to spend a minimum of six semesters (including the summer semesters between the first and second years) to complete the requirements for the M.A. degree. Any of the following is likely to require extension of the minimum duration for completion of the program of study and delay graduation:

- Unsatisfactory performance in academic courses
- Unsatisfactory performance in clinic practica or externship assignments
- Violation of the ASHA Code of Ethics.

If it is necessary for the graduate student to alter his/her graduate education by reducing the number of courses and/or clinical assignments during one or more semesters due to illness, family situations, etc., the duration of his/her graduate education is automatically extended and he/she should not expect to graduate according to the originally projected graduation date. Students who accept clinical practicum placements that require preliminary training or other commitments that extend the residency period beyond the duration of graduate study specified above should not expect to graduate according to the originally projected graduation date.

Continuous Enrollment

Students who fail to complete all academic or clinical requirements in the minimum time

periods described above must maintain continuous enrollment as a condition of their continued candidacy for the graduate degree.

Leaves of Absence, Withdrawals, & Readmission

Students will follow the college policies in regards to leaves of absence and withdrawals, all which are stated in the Iona College Graduate Catalog. It should be noted that since CSD courses are offered only once per academic year and require a certain sequence in order to optimize learning, a leave or withdrawal will put the student significantly behind in his or her plan of study. For example, if a student withdraws from all courses during the Fall semester, the student will not be able to rejoin the program until the following Fall.

Students who have been inactive for one year (two semesters) or more must file an application for readmission and remit a reapplication fee. Students should note that requests for readmission will be reviewed under the admission requirements in place at the time that the request is submitted. Please see the Graduate Catalog and the Office of Graduate Admission for additional information.

Student Records

Student progress toward acquiring competencies required for graduation and certification will be tracked manually by the faculty of the CSD Program using the Iona College CSD Knowledge and Skills Acquisition form.

Upon graduation, all student records will be digitalized and students will be provided their records in digital format. In addition, paper records will be kept on file for seven years. After the seven-year time period, only digital records will be available. If alumni are in need of their records, a formal request to the CSD Program Director should be made, who will be the only person to have access to the digital records.

EVALUATION OF STUDENT PERFORMANCE

All classroom assessment measures will reflect the individual course goals and objectives, which will be provided in writing and distributed to all students during the first week of each class. Evaluation by written examination, aural examination, oral presentation, group activities, projects, research papers, and competency testing are among some of the techniques to be used by the faculty. Clinical practicum performance will be evaluated based on specific objectives determined by each practice setting.

Knowledge and Skills Acquisition (KASA)

KASA Competence

The current MA in Speech-Language Pathology curriculum is in accordance with ASHA's knowledge and skills acquisition (KASA) standards. The course sequence has been reviewed and adapted to comply with these standards to provide you with multiple opportunities to acquire and demonstrate competency in all the knowledge and skills areas. Every course syllabus will list a set of standards (i.e., knowledge and/or skills) that will be met upon successful completion of the course. The department has set a competency of 80% or better on each of the assessments aimed at fulfilling the KASA standards. (See KASA Summary Form in Appendix.)

KASA Remediation Plan

If a student fails to achieve the minimum competency level specified for a given assessment within a course, the instructor will provide the student an opportunity to remediate the knowledge/skill area. Such remediation might entail retaking a part or all of the assessment or completing another assessment specifically designed to address the specific knowledge and/or skills area. The faculty member will provide a time-line for completing the remediation. Unless stated otherwise, students are required to complete the remediation prior to the commencement of the next semester/Graduation. The remediation is offered as a means of ensuring that students achieve a minimum level of competency on all standards. ***Any improvements in knowledge and/or skill as a consequence of the remediation plan will not be considered towards the final course grade.*** A note of the remediation offered to each student and the outcome of the process will be documented in the student's file, in accordance with the Department's KASA-tracking process.

Policy on Examinations

All examinations or skill/competency evaluations shall be stated and dated clearly in each course outline at the start of the semester. If the course schedule must be revised, the instructor will provide adequate notice. Unless stated in the course outline, there will be no repeat testing for failed student performance. Students will only be excused from any type of performance evaluation with a documented reason for the absence. Any student who must be absent from an exam must notify the course instructor in advance. Documentation for the absence must be given to the course instructor. In the event of an emergency, the student must make every effort to contact the instructor on the day of the exam using the contact information provided in the head of the syllabus for the class, and must provide written documentation immediately upon returning to the College. Make-up examinations will be scheduled at the discretion of the course instructor. The student must coordinate with the

instructor with regard to suitable date and conditions of any make-up examination or other form of performance evaluation.

Policy on Written Assignments

All written materials submitted in fulfillment of the Speech-Language Pathology program's coursework and other obligations must meet professional standards. Each written document submitted must be clearly legible, complete, and concise and must meet the requirements and criteria established by the course instructor or clinical supervisor. The writing skills of a professional must efficiently and effectively communicate critical information needed by the reader. The professional standard established for the Speech-Language Pathology program is the sixth edition of the Publication Manual of the American Psychological Association. Unless otherwise stated, all written assignments must be typed or electronically printed. Each student is responsible for proofreading all written work for both content and style before submission. Students are expected to produce original work. Proper citations of reference materials must be made at all times. Any student representing another student's work as her or his own shall be subject to disciplinary action.

Grades

The graduate degree program in Speech-Language Pathology is a competency-based program. Therefore, students are expected to achieve a minimum competency level of "B" in all required courses. Grades are earned as follows:

A	90-100	C	70-75
B+	86-89	D	60-69
B	80-85	F	Below 60
C+	76-79		

If a student receives a grade of "C" (or lower) in a required course, he/she must meet with the Program Director prior to beginning additional course work.

1. Students who receive a grade other than "A," or "B" in a course taken for credit toward the graduate degree must comply with a competency-based remediation plan agreed to by the student and a group of CSD faculty. If after one remediation the student has still not met all competencies addressed in the course, the student's faculty group may opt to deny the student clinical practicum until competency is met.
2. If a student's overall (cumulative) GPA falls to 2.99 or lower, he/she will not receive any clinical assignments (practicum or externship) until the GPA meets or exceeds 3.00.

Appeal of Grades

The student has the right to appeal any decision relating to student performance evaluations. The student must first meet with the course instructor who graded the assignment and discuss the concerns. If the problem cannot be resolved, the student may request a meeting with the CSD Program Director and the SCS Department Chair for further guidance in resolving the problem. In the event that a student cannot resolve the matter at the department level, the student may appeal to the Dean's Office of the College of Arts and Science.

REMEDIATION OF STUDENT PERFORMANCE

Satisfactory Academic Progress Monitoring

- A. Initial advisement meeting with Program Director: During the summer prior to entrance into the Iona College CSD graduate program, students attend a meeting with the program director. During this meeting, students are given the CSD Graduate Handbook and review the curriculum of the CSD Graduate program.
- B. Mid-semester & end-of-semester check-in for each class: All syllabi for academic courses include learning outcomes linked to specific ASHA certification standards. Each professor will advise students about their progress about meeting the learning outcomes for the class during the middle of the semester and then again at the end of the semester. Typically, students who have earned a grade of “B” or better in the class will have met the class’s learning outcomes.
- C. Semester meeting with Program Director: Students are required to meet with the Program Director at least once during each semester to review academic coursework plans.
- D. End of year meeting with CSD advisory faculty group: At the end of year 1 and then again at the end of year 2, students meet with the CSD advisory faculty group and review their progress in regards to the KASA standards. This group typically will be composed of the student’s advisor and at least two other CSD faculty members.

Student Remediation Plans

- If a student earns a grade of a “C” in any graduate CSD course, the student will meet with the CSD advisory faculty group, consisting typically of the program director and at least one other faculty member, possibly the course instructor. During the meeting, a remediation plan may be recommended, most likely focusing on organization and improvement of study skills.
- If a student earns a grade of a “C” in any two graduate CSD courses, the student will meet with the CSD advisory faculty group. A remediation plan will be created that involves coursework to ensure the student comprehends the material from the two courses. A committee will grade the assignments.
- If a student earns a grade of a “D” or “F” in any graduate CSD course, the student will meet with the CSD advisory faculty group. A remediation plan will be created that involves improving study skills and coursework knowledge. A committee will grade the assignments. The student will retake the class.
- If a student earns a grade of a “D” or “F” in any two graduate CSD courses, the student will not be permitted to continue in the program.
- If a student fails to meet clinical requirements and follow clinical protocol including the ASHA Code of Ethics, he/she will be required to stay on-campus for Clinic or must be assigned at least one client in the Iona Clinic for further support with clinical professionalism. The decisions about which action will be taken for the student in violation will be based on

discussions between the clinical faculty, the graduate director, and the student. The decision will be reported to the department chair with explanation.

Note: An occurrence of any of the above situations may impact a student's progression in the program and ultimately the student's program completion date.

CLINICAL PRACTICA

The Communication Sciences and Disorders Program in the Department of Speech Communication Studies at Iona College provides clinical opportunities for the graduate student at the on-site clinic and off site professional placements.

While our clinic serves as a training opportunity for our students, every case is closely supervised with a clinical teaching component. Supervision is conducted by certified Speech Language Pathologists and Audiologist who are members of the American Speech and Language Hearing Association and licensed to work in New York State. The clinic provides therapeutic and diagnostic services for children and adults in the areas of speech, language, and swallowing services. Services include but not limited to articulation and phonological disorders/delays, dysphagia, language delays, traumatic brain injury, aphasia, voice, cognitive-communication, hearing, and fluency disorders.

The CSD graduate student must complete a minimum of 400 clinical hours of supervised experience including a minimum of 25 hours of observation and 375 hours of direct client contact. Students will participate in professional placements concurrent with their academic programming. The Clinic Director will review the student's academic and clinical experience in order to determine the appropriate placement for the student's level of knowledge and skills to date. Students will be exposed to a variety of settings, populations, and backgrounds. Professional activities may include but not limited to formal evaluations, medical rounds, interdisciplinary meetings, parent education, screenings, report writing, and in-services. Practicum placements provide the students hands on experience in order to meet the standards set forth by the American-Speech-Language-Hearing Association.

The CSD Practicum Student will complete the following Clinical Practicum Series:

CSD 610-Clinical Practicum I:	Fall Semester 1
CSD 611-Clinical Practicum II:	Spring Semester 1
CSD 612-Clinical Practicum III:	Summer Semester 1
CSD 613-Clinical Practicum IV:	Fall Semester 2
CSD 614-Clinical Practicum V:	Spring Semester 2

All students will be required to complete 25 hours of observation prior to the start of their Fall 1 semester. The beginning clinical student will provide direct client care for individuals with a mild to moderate communication disorders and/or delay. The experienced entry-level clinical students will provide services to individuals with mild to severe communication disorders and/or delays. Individual and group therapy services as well as diagnostic training will be implemented. All clinical students will participate in weekly clinical seminars to develop clinical knowledge and skills, research based therapy, professional issues, and developing written and oral communication skills. Clinical practicum caseloads will reflect the CSD student's academic programming.

The advanced CSD graduate student will complete a minimum of two off-site placements. Students will be exposed to a variety of populations and severities in schools, hospitals, or private practice. Students will work with clients from across the age span and culturally and linguistically

diverse backgrounds. Students will complete professional activities may include but not limited to formal evaluations, medical rounds, interdisciplinary meetings, parent education, screenings, report writing, and in-services. Weekly Seminar meetings will be required for the off-site student in order to develop knowledge and skills for various professional settings.

COMPREHENSIVE AND PRAXIS EXAMS

CSD Graduate Program Comprehensive Exam

The CSD Graduate Program requires that all master's degree students complete a Comprehensive Examination in partial fulfillment of the master's degree in Communication Sciences and Disorders.

Procedure

Each student is required to take the departmental comprehensive examination towards the end of his or her second to last semester of the master's program. This examination will require that the student integrate material from various undergraduate and graduate courses.

Pass/Fail

A passing score on the comprehensive exam is a 70%.

Unsuccessful Performance on the Comprehensive Examination

Students who fail the comprehensive examination will be required to retake it the following semester. Prior to retaking the examination, the student will need to meet with the Program Director to discuss area(s) of weakness. The student will then follow the procedures in place to re-register for the examination.

If a student needs to re-take the Comprehensive Examination more than once, he or she will need to meet with the Program Director. A remediation plan will be put into place and the student's graduation will be postponed. No student will be allowed more than three attempts to pass the comprehensive examination. If the student does not pass the Comprehensive Examination after three attempts, the student will be dismissed from the program.

PRAXIS Exam

In order to obtain certification in the field of speech-language pathology, all students must take the National Examination in Speech-Language Pathology (*PRAXIS*). The examination is designed to assess the student's ability to integrate academic and clinical knowledge in various areas of Speech-Language Pathology and Audiology. A passing score of 162 is required. This exam is administered by NTE and should be taken after all required academic work is completed. Therefore, students should plan on taking the exam during the last semester of study. Each student must indicate on the registration form that the score is to be sent to the CSD Program of the Dept. of Speech Communication Studies at Iona College, because the CSD Program Director must complete and sign necessary paperwork for each student's application for the Certification of Clinical Competence (CCC-SLP). The CSD Graduate Program's comprehensive examination must be taken prior to taking the PRAXIS examination.

Registration information and booklets including *Test at a Glance*, *General Information and Study Tips*, *Reducing Test Anxiety*, and others may be obtained online at:

<http://www.ets.org> . There are now specific study guides for the examinations that you can order when you register. The Praxis materials will provide examples of former questions that are no longer used in the testing. In addition, several students have reported the following sources to be helpful:

Lof, G. L. & Johnson, A. F. (2015). *National Speech-Language Pathology Examination Review and Study Guide*. Evanston, IL: TherapyEd.

Lass, N. J. (2013). *Review of Speech and Hearing Sciences* . St. Louis: Mosby-Elsevier.
Payne, K. T. (2000). *How to Prepare for the Praxis Examination in Speech-Language Pathology*. San Diego: Singular.

Roseberry-McKibbin, C., & Hegde, M. N. (2006). *An Advanced Review of Speech-Language Pathology*, 2nd ed. Austin, TX: ProEd.

Ruscello, D. M. (2010). *Mosby's Review Questions for the Speech-Language Pathology Praxis Examination*. St. Louis: Mosby.

STATE LICENSURE

In addition to the practice requirements of ASHA, state licensure is generally required. In the state of New York, the New York State Board of Education licenses SLPs. It is critical to note that each state has different licensing requirements, and therefore, every student is responsible for contacting the licensing board of the state in which they intend to practice for information and the necessary application. An overview of general state licensure requirements is available at:

<http://www.nsslha.org/about/legislation-advocacy/state/>.

Information about New York State licensure for SLPs can be found at:

<http://www.op.nysed.gov/prof/slpa/speechlic.htm>.

New York State also requires the *Teacher of Students with Speech and Language Disabilities certificate (TSSLD)*. This certificate is required by New York State (NYS) for speech-language pathologists wishing to work with school-aged children in a school setting. The certificate is also necessary for individuals working in facilities receiving funding from the Department of Education. To find out more about the TSSLD certificate, visit:

<http://www.highered.nysed.gov/tcert/teach/login.html>. In addition, please see Appendix B for a fact sheet about the TSSLD.

PROGRAM EXPECTATIONS OF GRADUATE STUDENTS

Code of Ethics

All students are responsible for being familiar with the Code of Ethics of the American Speech-Language-Hearing Association (ASHA), which can be accessed at <http://www.asha.org/docs/html/ET2010-00309.html>, as well as the Practice Guidelines of the New York State Dept. of Education, available through their website at <http://www.op.nysed.gov/prof/slpa/speechpracticeguide.htm>. In accordance with ASHA, it is the position of the graduate CSD program that professional competence in providing services to individuals with communication disorders requires cultural competence as well. The Program thus supports ASHA's position statement on [Cultural Competence in Professional Service Delivery](#) and encourages all students and professionals to use ASHA's [Cultural Competence Checklist: Service Delivery](#). In addition, students must possess fundamental sensory/observational, communication, motor, intellectual/cognitive, and social/behavioral abilities that will allow them to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function effectively in a broad variety of clinical situations, and to render competent patient/client care. These abilities are described in more detail in the document Essential Functions for Students in the M.S. Program in Speech-Language Pathology, available at: <http://csd.wvu.edu/r/download/148819>. When working in the Iona College Speech Language, and Hearing Clinic, or in any off-campus clinical site, students are expected to perform all duties in a professional manner and to observe appropriate infection control procedures. Accordingly, students are expected to conform to U.S. Centers for Disease Control and Prevention guidelines (<http://csd.wvu.edu/r/download/154404>) regarding infection prevention and minimum expectations for safe care.

Academic Honesty

The CSD Graduate Program has a zero tolerance for any violation of academic honesty and/or academic misconduct. As stated in the Graduate Catalog, at the start of each term, professors will state their policy on intellectual dishonesty on the syllabus that they distribute. It is the student's responsibility to understand the definitions of academic dishonesty and misconduct. A full explanation of the Iona College Code of Conduct may be found on the Iona website at: <http://www.iona.edu/studentlife/divisionSD/judicial/procedures.cfm#code>.

Plagiarism

Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author/person and the representation of them as one's own original work. Cheating and plagiarism subvert both the purpose of the College and the experience students derive from being at Iona. They are offenses, which harm the offender and the students who do not cheat. The Iona community, therefore, pledges itself to do all in its power to prevent cheating and plagiarism, and to impose impartial sanctions upon those who harm themselves, their fellow students, and the entire community by academic dishonesty. Sanction and Appeals: At the beginning of each semester, professors shall state their policy with regard to intellectual

dishonesty on the syllabi and course requirement forms they distribute. This policy shall include the penalty to be imposed when cheating is discovered: penalties may include failure for a given assignment or failure in the course. It is the Iona College policy that students who are given a failing grade as a result of cheating, plagiarism, or academic dishonesty are not permitted to withdraw from the class. Faculty members will report all incidents of cheating and plagiarism to the dean. After the first offense, the student will be required to complete an instructional program on intellectual dishonesty. After the second offense, the student will not longer qualify for a degree with honors, and the student may be suspended from the college. In any allegation of intellectual dishonesty, every effort will be made to ensure justice: in all cases, educational assistance rather than adversarial proceeding will be sought. Appeal: If, in conformity with this policy, a sanction is imposed, students may appeal, first to the professor who discovered the offense; second to the department chair; and then to the academic dean of the division involved. The decision of the academic dean is final. A student has the right to appeal the academic dean's decision to the provost if, and only if, the sanction involves a suspension from class or dismissal from the College. In such appeals, the decision of the provost is final.

Attendance: All students are required to attend all classes. Attendance at class and laboratory sessions is recorded from the first day of the semester. Students will be held responsible for the entire content of each course. Instructors are not required to provide a substitute test or quiz if students are absent from the class session during which the test or quiz is given. If students are absent from laboratory periods, field trips and similar class sessions, they cannot expect that any special arrangements (e.g., setting up laboratory apparatuses) will be made for them to complete work that was missed. Students are expected to accept personal responsibility for absences, and are responsible for fulfilling all requirements and completing all assignments made in each course. While class absence may be explained it is never excused. Professors may weigh class absence in the class grade as they see fit. Failure to attend class may result in a failure of the class for attendance (FA), when the student has missed 20% or more of the total class meetings. The FA grade weighs as an F would in the final official transcript.

Course and Teacher Evaluation (CTE): Iona College now uses an on-line CTE system. This system is administered by an outside company and all of the data is collected confidentially. No student name or information will be linked to any feedback received by the instructor. The information collected will be compiled in aggregate form by the agency and distributed back to the Iona administration and faculty, with select information made available to students who complete the CTE. Your feedback in this process is an essential part of improving our course offerings and instructional effectiveness. We want and value your point of view. Note that you will receive several emails at your Iona email account about how and when the CTE will be administered with instructions how to process.

Use of Personal Electronic Devices in the Classroom and Clinic

Unless otherwise directed by the course instructor or clinical supervisor, it is the policy of the Communication Sciences and Disorders Program that:

- Cell phones should be silenced and put away during all class periods, and that students are not to leave class with the purpose of checking them;
- While laptops and similar devices such as tablet computers may be permitted for purposes of note-taking, activities including (but not limited to) web browsing, texting, and any form of social networking are prohibited during class periods unless specifically part of an activity as directed by the class professor;
- In addition to cell phones and computers, no technology, including (but not limited to) smartphones and e-book readers, should be at or near students' seats during any in-class test, quiz, or other form of learning assessment; and
- Students who require assistive technology must present documentation from Disability Services to the course instructor at the beginning of the semester.

Use of a Written Project for More Than One Class

The purpose of assigning written projects (such as term papers, research proposals, and seminar presentations) as a part of course requirements is to provide a specific type of learning experience in a given area. Occasionally students are enrolled in related courses, each of which includes such a requirement. Under those circumstances there may be considerable overlap between the assignments.

It is the general policy of the department that the same written document should not be used to satisfy requirements of more than one course. Separate documents should be completed, which may be related to each other in topic, but which should be different in scope, form, and detail.

Students wishing to develop papers in related areas for different courses should discuss the assignments and their intentions with the instructors of both courses. Agreement as to the appropriateness of the student's plan should be achieved before the projects are accomplished. Otherwise, the student may be required to complete another project in order to obtain credit for one of the courses.

Research Standards

The student may not use the name or stationery of the College in connection with personal research, without the sponsorship of a member of the Graduate Faculty. This permission is freely and generously given, but the Department insists upon its right to determine the context in which its name is used. Research involving human subjects must meet the guidelines of the Iona College Human Subjects Institutional Review Board (IRB). The student should be sure to consult his or her advisor to assure these guidelines are followed. Complete information on the policies and procedures of the IRB may be found on the Iona College website at:

<http://www.iona.edu/Academics/Academic-Resources-Advising/Institutional-Review-Board.aspx>

ESSENTIAL FUNCTIONS FOR STUDENTS IN THE M.A. PROGRAM IN SPEECH-LANGUAGE PATHOLOGY¹

The graduate program in Communication Sciences and Disorders at Iona College is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions required of the professional program in speech-language pathology. It is the policy of Iona College to comply with the Americans with Disabilities Act, Section 504 of the Civil Rights Restoration Act of 1973, and all state and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified and competent individual with a disability shall be denied access to or participation in services, programs, and activities solely on the basis of the disability. In accordance with federal regulations established by the Americans with Disabilities Act (ADA), the following standards are described to assist each student or candidate in evaluating his or her prospect for academic and clinical success. When a student's ability to perform is compromised, the student must demonstrate alternative means and/or abilities to perform the essential functions described.

Sensory/Observational Abilities

Students must be capable of acquiring a defined level of required information as presented through educational experiences in both basic arts and sciences and clinical sciences. To achieve the required competencies in the classroom setting, students must perceive, assimilate, and integrate information from a variety of sources. These sources include oral presentation, printed material, visual media, and live demonstrations. Consequently, students must have the potential to demonstrate adequate functional use of visual, tactile, auditory and other sensory and perceptual modalities to enable such observations and information acquisition necessary for academic and clinical performance. Students must have adequate sensory and observational abilities to recognize disorders of speech fluency; abnormal articulation; abnormal voice, resonance, and respiration characteristics; oral and written language disorders in the areas of semantics, pragmatics, syntax, morphology, and

¹ The material in this section on Essential Functions has been adapted from:

- American Speech-Language-Hearing Association. (1998). Students and professionals who speak English with accents and nonstandard dialects: Issues and recommendations [Technical Report]. Available from www.asha.org/policy.
- American Speech-Language-Hearing Association. (2011). Cultural competence in professional service delivery [Professional Issues Statement]. Available from www.asha.org/policy.
- Hayes, L., et al. (2005). Essential functions checklist. Communication Sciences and Disorders, College of Health Professions, Medical University of South Carolina, Charleston, SC.
- Katz, J. R., Woods, S. L., Cameron, C. A., & Milam, S. (2004). Essential qualifications for nursing students. *Nursing Outlook*, 52, 277-288.
- Seton Hall University (2011). Standards for essential functions. Speech-Language Pathology, School of Health and Medical Sciences, South Orange, NJ. Available at http://www.shu.edu/academics/gradmeded/ms-speech-language-pathology/upload/SLP_Essential_Functions.pdf
- West Virginia University (2011). Essential Functions for Students in the M.S. Program in Speech-Language Pathology. Morgantown, WV. Available at <http://csd.wvu.edu/r/download/148819>.

phonology; signs of hearing disorders; signs of cognitive disorders; and signs of abnormal social interaction related to communication disorders. In addition, students need to be able to visualize anatomic structures and discriminate findings on various imaging studies, as well as to discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests. Furthermore, students should have the potential to develop sufficient sensory (visual and auditory) function and motor coordination to safely and accurately assess and remediate patients using the equipment and materials of the profession.

Communication Abilities

Effective communication is critical for students to build relationships with faculty, advisors, fellow students, coworkers, clients, and their significant others in the student's various roles of learner, colleague, consultant, and leader. Students must be able to gather, comprehend, utilize and disseminate information effectively, efficiently and according to professional standards. Students are required to communicate proficiently in both oral and written English, at a level sufficient to meet curricular and clinical demands. Students must be able to elicit information, gather information, and describe findings verbally and in writing and this communication should be comprehensible by patients, professionals, and laypersons. In accordance with a technical report developed by ASHA's Joint Subcommittee of the Executive Board on English Language Proficiency (see Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations available at <http://www.asha.org/policy/TR1998-00154.htm>), students and professionals "who speak a nonstandard dialect or who speak with an accent" must, when modeling is necessary, be "able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem." Students must be able to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients. Furthermore, students must have the potential to effectively communicate judgments and treatment information and to observe, recognize and understand non-verbal behavior. In accordance with a professional issues statement developed by ASHA (see Cultural Competence in Professional Service Delivery available at <http://www.asha.org/policy/PI2011-00326.htm>), students and professionals must demonstrate "cultural competence" to be able to deliver clinically competent services to individuals with communication disorders.

Motor Abilities

Students must possess the motor functions needed to manipulate testing and treatment materials, manipulate equipment (such as prostheses, devices, or bed controls), or provide general and emergency treatment to clients. The motor capacities usually include the physical strength and coordination to safely handle and move clients; perform general and emergency procedures; or direct clients in various practice settings, according to the needs of professional practice in speech-language pathology.

Intellectual/Cognitive Abilities

Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, laboratory and fieldwork settings. Students must be able to comprehend, retain, integrate, synthesize, and apply information sufficient to meet curricular and clinical demands; identify relevant findings from history, evaluation, and data to formulate a diagnosis, prognosis, and management plan; and solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic planning, and therapeutic planning consistent with the principles of evidence-based practice in speech-language pathology. In some areas, this requires comprehension of three-dimensional relationships and understanding of the spatial relationships of structures. Students must develop and exhibit a sense of medical ethics, and also recognize and apply pertinent legal and ethical standards.

Behavioral and Social Abilities

Students must demonstrate emotional stability and display mature, empathic, and effective interpersonal relationships with students, patients, and health care workers. Students must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in the clinical setting. Students must exhibit the ability and commitment to work with individuals in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias. These individuals may be severely injured; they may be limited by cognitive, emotional and functional deficits; and their behavior may create at times an aversive reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing one's professionalism and therapeutic relationship. Students must be able to manage the use of time effectively and systematize actions to complete professional and technical tasks within realistic time constraints. Students must also be able to accept appropriate suggestions and constructive criticism and, if necessary, respond by modification of behavior. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are critical to complete the professional program in speech-language pathology.

Professional Responsibility

Students must have the capacity to meet the challenges of any medical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems. This may require ancillary training (e.g., CPR, first aid, infection control, evacuation procedures). It is each student's responsibility to attend and be able to travel to and from classes and clinical assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. This involves frequent oral, written, and practical examinations or demonstrations. The student must have the ability to perform problem-solving tasks in a timely manner. Students must exhibit adherence to policies of the College, their program, and clinical sites. This includes matters ranging from professional dress and behavior, to attending to their program's academic schedule, which may differ from the College's academic calendar and be subject to change at any time. During their academic tenure, students must learn and demonstrate knowledge of and commitment to the code of ethics of their profession and behavior that

reflects a sense of right and wrong in the context of care. Students are expected to take initiative to direct their own learning. They are required to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of abilities and reasoning skills. As students in the M.A. program with a concentration in Speech-Language Pathology, they accept and comply with the Department's mission in that they strive to become clinicians who "utilize evidence-based practice; adhere to the highest personal and professional ethical standards; employ critical thinking and self-analysis; recognize the value of advanced and continuing education; demonstrate empathy, altruism, and accountability in their clinical practice; and aspire to provide exceptional quality of service for a diversity of persons of all ages with communication, swallowing, and balance disorders in an equitable and inclusive manner."

NOTES:

- Iona College is an Equal Opportunity/Affirmative Action Institution and is committed to social justice. The Communication Sciences and Disorders Program fully supports that commitment and expects to maintain a positive clinical and learning environment based upon open communication, mutual respect, and nondiscrimination. Our facility does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. The Iona College community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.
- Students with a disability who anticipate the need for any type of accommodation in order to participate in class or clinic are encouraged to make appropriate arrangements with the Director of Academic Support (914-633-2226).
- Students who are returning to the CSD program after a medical issue/leave, must contact the Assistant Dean for Student Academic Services (914-633-2207) and provide medical documentation and notification of any disabilities and/or accommodations required.
- For more information on Iona College's Policy on Accommodations for Students with Disabilities, please see the Office of the Ombudsperson page on the Iona College website at

<http://www.iona.edu/About/Administrative-Offices-Departments/Office-of-the-Ombudsperson.aspx>

FACULTY AND STAFF
DEPARTMENT OF SPEECH COMMUNICATION STUDIES

Full-time Tenure-Track Faculty

Diane Ferrero-Paluzzi, PhD

Department Chair Speech Communication Studies Department
Associate Professor
dferrero-paluzzi@iona.edu

Jennifer Gerometta, Ph.D., CCC-SLP

Assistant Professor
jgerometta@iona.edu

Min Jung Kim, PhD, CCC-SLP

Assistant Professor
mkim@iona.edu

Dorothy Leone, PhD, CCC-SLP, TSSLD

CSD Program Director
Assistant Professor
dleone@iona.edu

Michelle Veyvoda, PhD, CCC-SLP

Assistant Professor
mveyvoda@iona.edu

Nancy Vidal-Finnerty, Ph.D. CCC-SLP

Assistant Professor
nvidal-finnerty@iona.edu

Clinical Education Faculty

Maria Armiento-DeMaria, MA, CCC-SLP, TSHH

Clinic Director

marmientodemaria@iona.edu

Amanda Funcheon, MS, CCC-SLP, TSSLD

Assistant Part-Time Clinical Supervisor

afuncheon@iona.edu

Adjunct Faculty

Elizabeth Izower, MS, CCC-SLP
eizower@iona.edu

Lina Vishnevsky-Tropp, MS-CCC-SLP
Lvishnevsky-tropp@iona.edu

Staff

Peter Consadori
Media Specialist
pconsadori@iona.edu

Mindy Garbarino
Administrative Assistant
mgarbarino@iona.edu

ADDITIONAL COLLEGE POLICIES

Family Educational Rights and Privacy Act (FERPA)

Students at Iona College benefit from the Family Educational Rights and Privacy Act of 1974. This Act, with which Iona College intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A more detailed explanation of rights afforded to students by FERPA can be found at:

<http://www.iona.edu/Student-Life/Student-Financial-Services/Registrar/FERPA.aspx>

Nondiscrimination and Harassment Policy

Iona College is an Equal Opportunity/Affirmative Action Institution and is committed to social justice. The Department of Speech Communication Studies fully supports that commitment and expects to maintain a positive clinical and learning environment based upon open communication, mutual respect, non-harassment, and nondiscrimination. Our facility does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. The Iona College community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise [the course instructor] and make appropriate arrangements with the Office of Disability Services. For more information on Iona College's policies on nondiscrimination and harassment, please visit the Office of the Ombudsperson on the Iona website at:

<http://www.iona.edu/About/Administrative-Offices-Departments/Office-of-the-Ombudsperson.aspx>

APPENDICES

Appendix A.

**Knowledge And Skills Acquisition (KASA) Summary Form
For Certification in Speech-Language Pathology**

The KASA form is intended for use by the certification applicant during the graduate program to track the processes by which the knowledge and skills specified in the 2014 Standards for the CCC are being acquired. Each student should review the KASA form at the beginning of graduate study, and update it at intervals throughout the graduate program and at the conclusion of the program.

The student, with input and monitoring of program faculty, must enter a check mark in column B as each of the knowledge and skills is acquired. It is expected that many entries will appear in the course work and the clinical practicum columns, with some entries, as appropriate, in the "Other" (lab, research, etc.) columns. Please enter the course or practicum number and title and description of other applicable activity.

I. KNOWLEDGE AREAS

A	B	How Achieved?		
		C	D	E
Standards	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
Standard IV-A. The applicant must demonstrate knowledge of the principles of:				
• Biological sciences				
• Physical sciences				
• Statistics				
• Social/Behavioral sciences				

Standard IV-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.				
• Biological		SCS 364, CSD 524		
• Neurological		SCS 364, CSD 501, CSD 505, CSD 500		
• Acoustic		SCS 373, SCS 365, CSD 501		
• Psychological		SCS 361		
• Developmental/Lifespan		SCS 361, CSD 500, CSD 515		
• Linguistic		SCS 362, SCS 361		
• Cultural		SCS 361, CSD 515		

Standard IV-C. The applicant must <u>demonstrate knowledge</u> of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:				
Articulation				
• Etiologies		CSD 603		
• Characteristics		CSD 603		
Fluency				
• Etiologies		CSD 575		
• Characteristics		CSD 575		
Voice and resonance, including respiration and phonation				
• Etiologies		CSD 501		
• Characteristics		CSD 501		
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities				
• Etiologies		CSD 500, 515, 519		
• Characteristics		CSD 500, 515, 519		

Hearing, including the impact on speech and language				
• Etiologies		CSD 570, SCS 366		
• Characteristics		CSD 570, SCS 366		
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)				
• Etiologies		CSD 524		
• Characteristics		CSD 524		
Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)				
• Etiologies		CSD 505, CSD 520		
• Characteristics		CSD 505, CSD 520		
Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)				
• Etiologies		CSD 515, CSD 519, CSD 525		
• Characteristics		CSD 515, CSD 519, CSD 525		
Augmentative and alternative communication modalities				
• Characteristics		CSD 521		

Standard IV-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.				
Articulation				
• Prevention		CSD 603		
• Assessment		CSD 603, 615		
• Intervention		CSD 603		
Fluency				
• Prevention		CSD 575		
• Assessment		CSD 575, 615		
• Intervention		CSD 575		
Voice and Resonance				
• Prevention		CSD 501		
• Assessment		CSD 501, 615		
• Intervention		CSD 501		
Receptive and Expressive Language				
• Prevention		CSD 500, CSD 515, CSD 519		

• Assessment		CSD 500, 515, 519, CSD 500, CSD 515, CSD 615		
• Intervention		CSD 500, CSD 515, CSD 519		
Hearing, including the impact on speech and language				
• Prevention		CSD 570		
• Assessment		CSD 570, CSD 615		
• Intervention		CSD 570		
Swallowing				
• Prevention		CSD 524		
• Assessment		CSD 524, CSD 615		
• Intervention		CSD 524		
Cognitive aspects of communication				
• Prevention		CSD 500, CSD 526		
• Assessment		CSD 500, CSD 526, CSD 615		
• Intervention		CSD 500, CSD 526		
Social aspects of communication				
• Prevention		CSD 515, CSD 519		
• Assessment		CSD 515, CSD 519, CSD 615		
• Intervention		CSD 515, CSD 519		
Communication Modalities				
• <i>(Prevention not applicable)</i>				
• Assessment		CSD 521, CSD 615		
• Intervention		CSD 521		

Standard IV-E: The applicant must demonstrate knowledge of standards of ethical conduct.		CSD 501, CSD 515, CSD 580, CSD 615, CSD 603	CSD 610	
Standard IV-F: The applicant must demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.		CSD 500, CSD 515, CSD 501, CSD 517, CSD 615, CSD 603		
Standard IV-G: The applicant must demonstrate knowledge of contemporary professional issues.		CSD 580	CSD 610, CSD 611	
Standard IV-H: The applicant must demonstrate knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.			CSD 610,CSD 611	
Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.		CSD 601, CSD 602, CSD 580		

Standard V-B: The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:				
1. Evaluation (must include all skill outcomes listed in a-g below)				
a. Conduct screening and prevention procedures (including prevention activities)		CSD 615	CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals		CSD 615	CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
d. Adapt evaluation procedures to meet client/patient needs			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	

f. Complete administrative and reporting functions necessary to support evaluation			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
g. Refer clients/patients for appropriate services			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
2. Intervention (must include all skill outcomes listed in a-g below)				
a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
d. Measure and evaluate clients'/patients' performance and progress.			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
f. Complete administrative and reporting functions necessary to support intervention.			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	

g. Identify and refer clients/patients for services as appropriate.			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
3. Interaction & Personal Qualities (must include all skill outcomes listed in a-d below)				
a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.		CSD 615	CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
b. Collaborate with other professionals in case management.		CSD 580, CSD 615	CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.		CSD 580	CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
d. Adhere to the ASHA Code of Ethics and behave professionally.		CSD 580	CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
Standard V-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.		CSD 615	CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	

<p>Standard V-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.</p>		CSD 615	CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
<p>Standard V-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.</p>			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	
<p>Standard V-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.</p>			CSD 610, CSD 611, CSD 612, CSD 613, CSD 614	

Standard VI: Assessment: The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Passing of Iona College comprehensive exam; passing of Speech-Language Pathology PRAXIS exam



School of Arts & Science

Teacher of Students with Speech and Language Disabilities (TSSLD) Certificate

What is the TSSLD?

The TSSLD is a teaching certificate issued by New York State to speech language pathologists.

Why would someone need to/want to obtain the TSSLD?

The TSSLD is a required certificate for speech language pathologists who want to work with school-aged children (defined as children between ages 3 and 21) in a school or board of education funded facility.

How does the application process for a TSSLD work?

One can apply for initial certification or professional certification. Initial certification lasts for up to 3 years. Upon completion of requirements for professional certification, one must then apply for the certificate by submitting proof of the additional requirements.

To begin the application process, go to

<http://www.highered.nysed.gov/tcert/teach/login.html> and create a login and password for the TEACH system. Upon completion of registration, you will be able to track all of your certifications details online. (*Please remember to keep username and password in a secure place*). If applying after completing Iona's CSD graduate program, please select INITIAL and INDEPENDENT PATHWAY. It is suggested that Iona College CSD graduate students create a TEACH account during their first year of study if interested in applying for the TSSLD.

*What are the requirements for an **initial** TSSLD certificate?*

1. **Bachelor's degree** with a minimum GPA of 2.5 that includes the following:
 - A. Core curriculum (30 credits)
 - B. Speech and language courses passed with a "C" or above (30 credits)
 - C. Pedagogical core courses passed with a "C" or above (21 credits), which can include courses that focus on the following:
 - Human development courses
 - Teaching students with disabilities & special health care needs
 - Literacy courses (required 3 credits)
 - Curriculum, instruction, & assessment
 - Foundations of education

- D. Additional pedagogical courses passed with a “C” or above (6 credits)
 - Foundations of special education
 - Assisting speech and language disabilities students
- 2. **150 clock hours** of supervised clinical/teaching work
- 3. New York State Teacher Certification **Examinations**: register at <http://www.nystce.nesinc.com/>
 - a. Education all Students Tests (EAS)
 - b. Academic Literacy Skills Test (ALST)

For CSD graduate students interested in applying for the TSSLD, it is recommended to take all exams during the summer in between year 1 and year 2 of graduate study.

- 4. **Workshop completion**
 - A. Child Abuse Identification
 - B. School Violence Intervention and Prevention
 - C. Autism
 - D. Dignity for All Students Act
- 5. Fingerprint clearance: Get **Finger Printed** by local police station/school district (approximate cost **\$100**)

*What are the requirements for a **professional TSSLD certificate**?*

- 6. Same as the above stated requirements for initial certification, plus the following:
 - a. Masters degree in speech language pathology
 - b. Examination: NY State Praxis II Exam (**\$115; 2.5 hours**)—register through ETS.org
The **Test Code for Speech Pathology is 5331** and it can be taken year round: should be taken close to completion of masters program
 - c. 12 credits of speech and language disabilities content core (this will be included in any graduate level speech language pathology program)
 - d. 3 years of paid, full-time classroom teaching experience
 - e. 1 year of mentored experience (CFY)

How does Iona College’s undergraduate program in speech and language pathology and audiology and graduate program in communication sciences and disorders prepare a student for initial TSSLD certification?

- A liberal arts core curriculum (**#1A**)
- A variety of speech and language courses are offered as part of the speech and language pathology and audiology major that fulfill the speech and language course requirement (**#1B**)

- A number of out of department courses are offered at Iona College (**#1C & #1D**)
 - PSY 212: Child Psychology
 - EDU 201: Principles & Procedures of Education
 - EDU 202: Foundational Theory
 - EDU 210: Introduction to Special Education
 - EDU 370: Language & Literacy Acquisition in Children
- External placements (CSD 613 & CSD 614) can offer students an opportunity to earn clock hours of supervised speech & language therapy with school-aged clients (#2)
- During clinic (SCS 419, SCS 420, CSD 610) students are encouraged to take NY state teaching exams (**#3A & #3B**).
- During clinic (SCS 419, SCS 420, CSD 610) students are encouraged to take all NY State workshops (**#4A, #4B, #4C, #4D**): these workshops are sometimes offered at Iona College hosted by the Education Dept.; courses can also be taken online <http://www.workshopsexpress.com/>



School of Arts and Sciences
Department of Speech Communication Studies
Graduate Program in Communication Sciences and Disorders

I, (student name) _____
attest that I have read the Graduate Student Handbook for Speech-Language
Pathology (2016-2017), that I have been given the opportunity to ask any questions
that I have regarding its contents, and that I understand my obligations as outlined in
the handbook.

Student Signature

Date



**Department of Speech Communication Studies
Graduate Program in Communication Sciences and Disorders**

18 President Street
New Rochelle, NY 10804
Phone: (914) 633-2168

Mailing address:
715 North Avenue
New Rochelle, NY 10801